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| **Term**  **Theme** | **Ancient Egypt** | | | | | | | | | | | | | | | | **Vikings/Saxons** | | | | | | | | | | | | | | | **Local Industry** | | | | | | | | | | | | | | | |
| **Weeks** | **1** | **2** | **3** | **4** | | **5** | **6** | **7** | **8** | **9** | **10** | **11** | | **12** | **13** | **14** | **15** | **16** | **17** | | | **18** | **19** | **20** | | **21** | **22** | **23** | | **24** | **25** | **26** | **27** | **28** | **29** | | **30** | **31** | **32** | | **33** | **34** | **35** | | **36** | **37** | **38** |
| **English** | **The Day the Crayons Quit**  **(Letters)** | | | | | | | | **Coming Home**  **Michael Morpurgo** | | | | | | | | **Odd & the frost Giants – Neil Gaiman**  **(Historical fiction)** | | | | | | | | **The Tear Thief – Carol Ann Duffy** | | | | | | | **Lost Happy Endings – Carol Ann Duffy**  **True Story of the Three Little Pigs** | | | | | | | **The Wolves in the Walls – Neil Gaiman** | | | | | | | | |
| **Class Readers** | **Charlie and the Chocolate Factory – Roald Dahl, Butterfly Lion – Michael Morpurgo, The Lost Words, Harry Potter and the Philosophers Stone.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Writing Opportunities** | **Narrative: New Chapter** | | | | **Instructions: Mummification** | | | | **Narrative: Alternative Viewpoint** | | | | **Non-Chron: Egypt** | | | | **Narrative – innovated/diary** | | | | **Play Script** | | | | **Narrative: Alternative Viewpoint** | | | | **Viking Tourist leaflet museum** | | | **Narrative – Alternative End** | | | **Persuasive Letter & Speech from f.tale character** | | | | **Narrative – Different Animal**  **Animal fact file** | | | | **News Report/Eye Witness Report** | | | | |
| **Maths** | **Number and the Number System (3/4)**  **Counting and Comparing (3/4)**  **Properties of Shape (Y4)**  **Visualising and Constructing (Y3)**  **Addition and Subtraction (3/4)**  **Multiplication and Division (3/4)** | | | | | | | | | | | | | | | | **Exploring Time (Y3) and Money (Y4)**  **Exploring Fractions (Y3)**  **Measuring Space (3/4)**  **Investigating Angles (Y4)**  **Exploring Fractions, Decimals and Percentages (Y4)** | | | | | | | | | | | | | | | **Investigating Angles (Y3)**  **Calculating Fractions and decimals (Y3)**  **Money (Y3)**  **Presentation of Data (3/4)**  **Calculating F,D,P (Y4)**  **Calculating Space (Y4)**  **Checking (Y4)**  **Mathematical Movement (Y4)** | | | | | | | | | | | | | | | |
| **Science** | **Animals including Humans** | | | | | | | | **Animals including Humans** | | | | | | | | **States of Matter** | | | | | | | | **Sound** | | | | | | | **Plants** | | | | | | | | **Electricity** | | | | | | | |
| **History** | **Ancient Egypt** | | | | | | | | **Ancient Egypt** | | | | | | | | **Saxons and Vikings** | | | | | | | | **Saxons and Vikings** | | | | | | | **Local area study- mining** | | | | | | | |  | | | | | | | |
| **Geography** | **Locating Egypt (map work)**  **Settlements-Trade** | | | | | | | |  | | | | | | | | **Locating countries- Origins of Vikings** | | | | | | | |  | | | | | | | **Local Industry** | | | | | | | | **Local Industry** | | | | | | | |
| **Computing** | **We are communicators (Communicating safely on the internet – link to digital literacy)** | | | | | | | | **We are co-authors (producing a wiki)** | | | | | | | | **We are musicians (producing digital music)** | | | | | | | | **We are presenters (videoing performance)** | | | | | | | **We are software developers (developing a simple educational game)** | | | | | | | | **We are bug fixers (Finding and correcting bugs in programs)** | | | | | | | |
| **Digital Literacy** | **E-Safety (Mandatory)**  **Education for a connected World: Privacy and Security, Online reputation, Self-image and identity (PSHE Links) Copyright and ownership.** | | | | | | | | | | | | | | | | **Education for a Connected World: Online relationships (PSHE Link), Privacy and managing information online, Online bullying (PSHE Link).** | | | | | | | | | | | | | | | **Education for a connected World: Health, well-being and lifestyle, online relationships, Privacy and security (PSHE Link)** | | | | | | | | | | | | | | | |
| **RE** | **L2.2: What is it like for someone to follow God?**  **Autumn 2** | | | | | | | | **L2.10 How do festivals and family life show what matters to Jewish life? (Link to Hanukkah)** | | | | | | | | **L2.4: What kind of World did Jesus want?** | | | | | | | | **L2.5: Why do Christians call the day Jesus dies ‘Good Friday’? Easter** | | | | | | | **L2.11: How and why do people mark significant events?** | | | | | | | | **L2.12: How and why do people try to make the World a better place?** | | | | | | | |
| **MFL** | **Animals**  **Core unit 1** | | | | | | | | **Core unit 2** | | | | | | | | **At school**  **Core unit 3** | | | | | | | | **At home** | | | | | | | **Describing people** | | | | | | | | **Sport** | | | | | | | |
| **Art** | **Egyptian Art – Printing** | | | | | | | |  | | | | | | | | **Saxon Jewellery** | | | | | | | |  | | | | | | | **Mining Scene** | | | | | | | |  | | | | | | | |
| **DT** |  | | | | | | | | **Canopic Jars** | | | | | | | |  | | | | | | | | **Viking Long Boat** | | | | | | |  | | | | | | | | **Create a helmet for Miners** | | | | | | | |
| **Music** | **Charanga Glockenspiel Stage 1** | | | | | | | | **Ten Pieces Grieg: Hall of the Mountain King** | | | | | | | | **Charanga Let Your Spirit Fly 1** | | | | | | | | **Ten Pieces Handel: Zadok the Priest** | | | | | | | **Charanga Classroom Jazz 1** | | | | | | | | **Ten Pieces Beethoven: Symphony No. 5** | | | | | | | |
| **Whole Class Violin - Music and instruments provided by Glos Music Company will take the place of units for 10 weeks.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PSHE/SRE** | **Internet safety (p.23)** | | | | | | | | **Media Influence (p.23)** | | | | | | | | **Friends and Family (p.22)** | | | | | | | | **Keeping Safe/Keeping safe outside (p.20)** | | | | | | | **Personal responsibility (P.21)** | | | | | | | | **Kindness and anti-bullying (P.22)** | | | | | | | |
| **PE** | **CT**  **Swimming** | | | | **PS Orienteering** | | | | **CT Swimming** | | | | **PS Football** | | | | **CT**  **Indoor Athletics** | | | **PS Hockey** | | | | | **CT Dance** | | | | **PS Football** | | | **CT Rounders** | | | | **PS Basketball** | | | | **CT Athletics** | | | | **PS Cricket** | | | |
| **Additional Gymnastics at Five Acres and Yoga will be for a term each in the academic year.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| **Term**  **Theme** | **Stone-Age to Iron Age** | | | | | | | | | | | | | | | | **Earth** | | | | | | | | | | | | | | | **Romans** | | | | | | | | | | | | | | | |
| **Weeks** | **1** | **2** | **3** | **4** | | **5** | **6** | **7** | **8** | **9** | **10** | **11** | | **12** | **13** | **14** | **15** | **16** | **17** | | | **18** | **19** | **20** | | **21** | **22** | **23** | | **24** | **25** | **26** | **27** | **28** | **29** | | **30** | **31** | **32** | | **33** | **34** | **35** | | **36** | **37** | **38** |
| **English** | Lights on cotton rock- David Litchfield  Black Dog- Levi Pinfold  Malala’s Magic Pencil- Malala Yousafzai **(Fiction)** **(CC- Poverty in Pakistan)**  For the Right to Learn, Malala Story- Rebecca Langstone-George **(Narrative Non-fiction) (CC- Rights of a child and campaigner)**  **\*Paused to allow for restorative curriculum\*** | | | | | | | | **Leon and the Place Between**  **(Fiction)**  **Stone Age Sentinel and Stone Age Tablet (Non-fiction- newspapers books)**  **Stone Age lift the flap (Non-fiction- Non chronological report)** | | | | | | | | **Wisp (Zana Fraillion and Grahame Baker-Smith)**  **(CC- Refugees)**  **Greta and the Giants (CC- campaign for climate change)** | | | | | | | | **Who’s Afraid of the Big Bad Book (Lauren Child)**  **The Land of Neverbelieve (Non-fiction)** | | | | | | | **Cloud Tea Monkeys (CC- Stories set in another culture- India)** | | | | | | | **The Fantastic Flying Books of Morris Lessmore (Death and Grief)** | | | | | | | | |
| **Class Readers** | **Stig of the Dump (Clive King), Poem Anthology (Mixed), Ruthless Romans (Horrible Histories)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Big Write** | Create part of the story from the illustrations  Narrative: Story set in another culture | | | | **Recount** | | | | Narrative- Innovated story of LatPB  Setting descriptions | | | | Newspaper report (Stone Age event)  Non-chronological report (Stone Age- theme) | | | | **Narrative: New chapter- Hope for the future**  **Diary in the role of a refugee** | | | | Persuasive letter (CC- Greta and the Giants) | | | | **Narrative: Alternative viewpoint** | | | | **Travel guide (Planet Earth)** | | | **Play script of the story** | | | **Narrative: Alternative ending** | | | | **Continuation of story** | | | | **Newspaper- Roman invention** | | | | |
| **Maths** | **Number and the Number System (3/4)**  **Counting and Comparing (3/4)**  **Properties of Shape (Y4)**  **Visualising and Constructing (Y3)**  **Addition and Subtraction (3/4)**  **Multiplication and Division (3/4)** | | | | | | | | | | | | | | | | **Exploring Time (Y3) and Money (Y4)**  **Exploring Fractions (Y3)**  **Measuring Space (3/4)**  **Investigating Angles (Y4)**  **Exploring Fractions, Decimals and Percentages (Y4)** | | | | | | | | | | | | | | | **Investigating Angles (Y3)**  **Calculating Fractions and decimals (Y3)**  **Money (Y3)**  **Presentation of Data (3/4)**  **Calculating F,D,P (Y4)**  **Calculating Space (Y4)**  **Checking (Y4)**  **Mathematical Movement (Y4)** | | | | | | | | | | | | | | | |
| **Science** | **Living things and their habitats** | | | | | | | | **Living things and their habitats** | | | | | | | | **Magnets and forces** | | | | | | | | **Rocks** | | | | | | | **Animals inc. hunans (Y3 unit)** | | | | | | | | **Light** | | | | | | | |
| **History** | **Stone Age to Iron Age** | | | | | | | | **Stone Age to Iron Age** | | | | | | | |  | | | | | | | |  | | | | | | | **Romans** | | | | | | | | **Romans** | | | | | | | |
| **Geography** | **Settlements/ human/ physical features** | | | | | | | |  | | | | | | | | **Earth- Physical** | | | | | | | | **Earth- Human** | | | | | | | **Locating countries** | | | | | | | | **Settlements- trade and transport** | | | | | | | |
| **Computing** | **Word processing**  **Digital literacy- Esafety** | | | | | | | | **We are communicators** | | | | | | | | **We are meteorologists** | | | | | | | | **Digital Literacy:** Education for a connected World: Health, well-being and lifestyle, online relationships. Privacy and security (PSHE Link) | | | | | | | We are programmers: Scratch | | | | | | | |  | | | | | | | |
| **RE** | **How do festivals and worship show what matters to a Muslim?** | | | | | | | | **What do Christians learn from then Creation story?** | | | | | | | | **What is the ‘Trinity’ and why is it important to Christians?** | | | | | | | | **For Christians, what was the impact of the Pentecost?** | | | | | | | **What do Hindus believe God is like?** | | | | | | | | **What does it mean to be a Hindu in Britain today?** | | | | | | | |
| **MFL** | Core unit 1 | | | | | | | | **Core unit 2** | | | | | | | | Core unit 3 | | | | | | | | **Food** | | | | | | | The Body | | | | | | | | **Describing people** | | | | | | | |
| **Art** | **Cave Paintings inspired by Banksy (Contemporary)** | | | | | | | |  | | | | | | | | **Katsushika Hokusai (Classical)Paint/ marbling** | | | | | | | |  | | | | | | | **Create a mosaic about Gods/Goddesses inspired by Antoni Gaudi (Romanticicm)** | | | | | | | |  | | | | | | | |
| **DT** |  | | | | | | | | **Stone Age Clothing- dying fabrics** | | | | | | | |  | | | | | | | | **Create a working model of a volcano** | | | | | | |  | | | | | | | | **Food- Make Roman Flatbread** | | | | | | | |
| **Music** | Charanga- Lean on me | | | | | | | | **Charanga- Mamma Mia** | | | | | | | | **BBC Ten Piece- Handel: Zadok the Priest** | | | | | | | |  | | | | | | | **Charanga reflect, rewind and replay (History of music)** | | | | | | | |  | | | | | | | |
| **P4C** | **Cross Curricular**  (See P4C Plan) | | | | | | | | **Cross Curricular**  (See P4C Plan) | | | | | | | | **Cross Curricular**  (See P4C Plan) | | | | | | | | **Cross Curricular**  (See P4C Plan) | | | | | | | **Cross Curricular**  (See P4C Plan) | | | | | | | | **Cross Curricular**  (See P4C Plan) | | | | | | | |
| **PSHCE/SRE** | **Make me a superhero GHLL** | | | | | | | | **Growing up p21** | | | | | | | | **Citizenship p24** | | | | | | | | **Financial capabilities and social issues p23** | | | | | | | **British values p24** | | | | | | | | **Kindness and anti-bullying (P.22)** | | | | | | | |
| **PE** | **CT- Swimming**  **\*Rounders to replace\*** | | | | **PS-Hockey** | | | | **CT- Swimming** | | | | **PS- Netball** | | | | **CT- Gymnastics** | | | **PS- Basketball** | | | | | **CT- Tag Rugby** | | | | **PS- Football** | | | **CT- Rounders** | | | | **PS- Basketball** | | | | **CT- Athletics** | | | | **PS- Cricket** | | | |